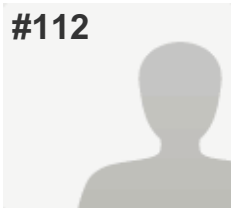


#112

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, June 06, 2016 5:00:20 PM**Last Modified:** Wednesday, August 31, 2016 10:25:14 AM**Time Spent:** Over a month**IP Address:** 97.127.166.41

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| Q1: Name of School District: | Maquoketa Valley Community School District |
| Q2: Name of Superintendent | Doug Tuetken |
| Q3: Person Completing this Report | Doug Tuetken, Ann Norton |

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Q4: 1a.Local TLC Goal

Attract Able and Promising New Teachers. Retain Effective Teachers by Providing Enhanced Career Opportunities.

Q5: 1b. To what extent has this goalbeen met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our first year of participation in the teacher leadership system has given us the ability to compensate teachers and provide for enhanced career opportunities. All staff have a minimum salary of \$33,500. This allows us to attract effective teachers.

Once hired, staff have opportunities to grow professionally. According to district staff survey data, 92% of staff agreed with the statement, "I believe MV's teacher leadership system provides enhanced professional opportunities for our teachers." The district has also been successful in retaining effective teachers. Three teachers retired from the district, and 1 teacher resigned to accept an administrative position. This puts the district retention rate at 92%.

The mentoring program has also been important in retaining effective teachers new to the profession. We had one new teacher, and in the survey data collected, both mentor and mentee felt the program provided valuable support. Activities included advising and planning instruction and procedures, providing emotional support, observing lessons, and providing feedback. The mentee gave it the highest possible rating for being effective and impactful, for feeling supported and being able to ask questions.

Q7: 2a.Local TLC Goal

Promote/Increased Teacher Collaboration

Q8: 2b. To what extent has this goalbeen met?

(no label)

Somewhat Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our teacher leadership system has allowed collaboration to increase and teachers to feel more supported in the work they do. According to a district survey and teacher feedback, 57.4% of district teachers responded that they had met intentionally and purposefully with one of our instructional/technology coaches, with another 31.9% indicating that they had casual, consultative conversations. 59.6% of district teachers met with MTSS coaches in an intentional and purposeful way, with an additional 14.9% meeting in a casual manner. AIW coaches have met with all middle and high school staff through facilitation of weekly team scoring sessions.

According to coaches' logs regarding the depth of support provided, at the elementary level, 44% of teachers have had either focused and reflective conversations, brief coaching assistance, or a full coaching cycle involving instructional/technology coaches. The MTSS coaches have had the same level of collaboration with 72% of elementary staff. 66% of middle and high school instructors have collaborated to the same degree with instructional/technology coaches, and 41% of staff have collaborated with MTSS coaches. The narratives provided praise for the system and appreciation for the resources and support available.

Q10: 3a. Local TLC Goal

Reward Professional Growth and Effective Teaching

Q11: 3b. To what extent has this goal been met?

(no label)

Somewhat Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

One of our goals with our TLS was to create opportunities for teachers to lead while remaining in the classroom. Our district offered 5 AIW coaching positions, 3 part-time instructional/technology coaching positions, and 2 part-time MTSS coaching positions, in addition to mentor teachers as needed (1 in 2015-16). 11 leadership positions were available with 51 FTE, providing the opportunity for 22% of teachers to be involved in a leadership capacity. However, we were only able to fill 10 positions, allowing 20% of staff to be involved. We had three teachers who applied for and were hired in multiple leadership roles due to lack of applicants, resulting in the actual number of teachers who were involved in the leadership system to be at 14%. We offered extensive training for those assuming leadership positions and encouraged them to attend additional training and network with others in similar positions. 80% of our teacher leaders opted to return to a teacher leader role in the upcoming year. We surveyed all staff (55) and had 47 respond. Of those 47 staff members, 45 (96%) responded that they believed the process used to select teacher leaders is effective.

Q13: 4a. Local TLC Goal

Improve Student Achievement by Strengthening Instruction

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The most important result of the teacher leadership system is the impact it has upon students and their achievement. According to district survey data, 77% of staff indicated that the coach helped them improve their teaching practice and/or made a difference in their students' learning. 100% of the teachers who engaged in a coaching experience either agreed or strongly agreed that it was effective and helpful.

When looking at standardized assessment results, we did not see noticeable or significant gains in proficiency or in reduction of achievement gap. However, we have observed our biggest gain to be in our multi-tiered system of support. We served significantly more students this year than in the past: 26 elementary students, where in the past we served single digits, and 19 middle/high school students, where in the past we served a handful of middle school students and no high school students were officially part of a MTSS plan. The MTSS system allowed two students to receive the support necessary in order to graduate with their peers, which would not have happened without this system and the work of our coaches. We were more effective in meeting their needs as evidenced by the successful MTSS exit of 20 of these identified students, and we saw positive growth based on the progress monitoring completed as part of individual student plans. We have worked persistently throughout the year to develop a K-12 system approach that truly ensures students receive support. We have collected multiple data points, determined criteria that indicate need, developed standard treatment protocol, and are consistently having conversations about students that meet that criteria.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a.Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goalbeen met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a.Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goalbeen met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Our plan was written making a good faith effort to provide opportunity for at least 25% of staff to participate in the leadership system. Realizing that our actual percentage was lower, we have added a data team to provide 3 additional leadership opportunities and will be adding 2 mentor teachers, bringing the total number of positions for 2016-17 to 15 out of 50 FTE, or 30%. We have revised our selection process for those leadership positions that do not require reduction in teaching assignment in an effort to encourage more people to apply.

As a result of our mentor/mentee survey, the school improvement coordinator, building principal, and mentor will meet prior to the start of the school year to clearly outline expectations and create a plan for the year.

The teacher leaders have spent considerable time reflecting on year one and have made plans that will allow them to play a more active role in coaching teachers and impacting student achievement. During the upcoming year we will continue to work with all staff on the effective use of the coaching model to improve student achievement.

We also have created a more systematic MTSS plan and will be more purposeful in the data we collect and analyze to determine the health of core instruction.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Our AIW coaches have attended numerous trainings and the plan for AIW in our district has been re-visioned to be more far-reaching than originally designed. Instead of merely facilitating scoring sessions, our coaches are developing a deep understanding of rigor, engagement, higher order thinking, questioning techniques, and ways to design and facilitate substantive conversations. This understanding will be evidenced in professional learning opportunities for all staff, as well as in enhanced conversations during scoring sessions.

Having a technology coach has created a greater focus on technology integration in our district, which is an area identified as needing attention according to our Clarity survey data. We have developed a plan for professional development that will provide a PK-12 structure for personalized learning to integrate technology to enhance students' collaboration, communication, critical thinking and creative skills, supported by our coach.

The district survey data had several positive narratives. This one best summarized our local teacher leadership system: "I have reached out to the teacher leaders multiple times, both for MTSS and instructional/technology help. In all occasions, the coaches have gotten back to me almost immediately, have been willing to meet with me when it has been more convenient for me, and have been prepared with ideas at the time of the initial meeting -- just based off the information that I sent in my ticket for help. This shows me that our coaches are truly invested in helping teachers and helping students. They are invested in my "problems" with me. During each coaching cycle, I have felt as though my needs were met and then some. I have walked away feeling more confident as a teacher and more able to tackle the problem at hand -- whether it be a student issue or help that I required with a certain lesson, etc. The coaches always continued to follow up with me after, as well, to make sure that I did not need anything else. I value the MV coaches' dedication to their positions and their positive attitudes. They always seem to have a "can do" approach that makes me feel like there is no obstacle too large. This program has been extremely beneficial to me this year and I look forward to continuing to use the coaches' help in the upcoming school years."

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.